



History Milestones Dothill School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To investigate and interpret the past</p>	<p>Events beyond living memory</p> <p>Lives of significant individuals nationally</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Changes within living memory</p> <p>Significant events, people or places in the locality</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Identify some of the different ways the past has been represented</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Earliest civilizations— Ancient Egypt Beyond 1066 World War I</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one</p>	<p>The Roman Empire and its impact on Britain</p> <p>A local history study</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and</p>	<p>Early Non-Ancient Greece The Vikings and Anglo Saxons struggle Britain's settlement by Anglo-Saxons and Scots European Civilization— B</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of</p>	<p>Beyond 1066 Tudors</p> <p>Beyond 1066 Victorians</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand</p>



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			source of evidence for historical enquiry in order to gain a more accurate understanding of history.	changes in history. Compare some of the times studied with those of other areas of interest around the world.	information to form testable hypotheses about the past.	the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
To build an overview of the world.	Describe historical events and a significant individual.	Recognise that there are reasons why people in the past acted as they did.	Give abroad overview of life in Britain from ancient to medieval times	Give abroad overview of life in Britain from ancient to medieval times . Describe changes that have happened in the locality of the school	Compare some of the times studied with those of the other areas of interest around the world.	Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.



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			Compare some of the times studied with those of other areas of interest around the world.	throughout history.		Describe the social, ethnic, cultural or religious diversity of past society.
To understand chronology.	<p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Place events and artefacts in order on a time line.</p>	<p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Use dates and terms</p>



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						accurately in describing events.
To communicate historically	Use words and phrases ... such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Show an understanding of the concept of a nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Begin to use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> • dates • time period • era • change • Chronology. Begin to use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Begin to use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> • dates • time period • era • change • Chronology. Begin to use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. Use literacy, numeracy and computing skills to a good standard in order to communicate	Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. Use literacy, numeracy and computing skills to a good standard in order to communicate



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